



Guidance for Remote Learning January 2021

The school will implement the following safe-guarding procedures during each live lesson:

- All student cameras and microphones must be turned off during the lesson
- Interaction between teacher and student will take place using the 'chat' function which is recorded by the school
- All lessons will be recorded by the school and kept on file for one term
- Students and staff will follow the code of conduct set out in the school's *Acceptable Use Policy*: <http://holbrookacademy.org/wp-content/uploads/2020/06/Acceptable-Use-Policy-8-June-2020.pdf>

Dos and Don'ts for students:

Do	Don't
Turn your camera and microphone off	Use the 'chat' function for anything other than questions and answers about learning
Find a quiet area where you can concentrate and focus	Remain on the live lesson after it has ended (staff will always be the last to leave)
Use the 'chat' function to ask / answer questions from the teacher	Use an email address different than your Holbrook Academy one to login as you will won't be able to access the lesson.
Complete all work to the best of your ability, as you would in a normal classroom	Panic if you become confused or stuck – ask the teacher for help using the 'chat' function

Feedback, assessment and progress

Students can send work via Google Classroom and via email. It can be either typed onto a Word document or a photo of their work from a paper copy. Work can be returned to students in this way as well. We will use the school standard practice of WWW / EBI for all work submitted by students. GCSE marking criteria will also be used to give a grade where appropriate.

Teachers will also utilise the following:

- verbal feedback (using 'chat')
- self-assessment
- peer-assessment
- group/whole class assessment
- written marking of work
- teacher/student questioning
- quizzes and low stakes mini-assessments
- assessment of exemplar work of different grades/levels
- use of assessment criteria and examination materials
- Check and Correct

Differentiation

Work set will be differentiated to suit the needs of students and classes. Use of Bloom's question stems will be utilised in the first instance, along with extension tasks and supporting sentences / model answers.

Online Learning Q&A for Parents and Carers

My child doesn't have access to any ICT – what should I do?

The school is delivering laptops where necessary. If you have not heard from the school about receiving a laptop and your child requires one to access the full curriculum, please contact us immediately and we will be able to supply one where possible.

I am worried that my child does not understand the work he/she has been set. What should I do?

In the first instance, ask the teacher who has set the work! This can be done via Google Classroom; students can ask their teachers questions about their learning and will receive help via these platforms. If it is a subject related question, they can always try Googling the answer or using GCSEPod and other online sites. Teachers will almost always be available online to support at the start of every lesson.

My child has worked hard on their work. How will it get assessed / marked?

Students can submit work via Google Classroom and this will continue to be marked/assessed in line with our marking policy.

We are struggling to access certain online learning tools. Who can help?

Discuss this with the teacher at the start of the lesson or if additional support is needed contact Mr lay at Robert.lay@holbrookacademy.org.

My child has special educational needs. How can I support them?

Work will be set that is suited to the needs of your child, but below are some helpful points:

Resources used online will be suitable for your child's learning needs and academic ability. To help your child at home, where possible, support them by reading the question / activity to them and ask them to highlight the key words. This helps to breakdown the question and ensure understanding.

Giving sentence starters for extended writing tasks is also a useful way of supporting students; for example:

- The writer uses a _____ to describe the _____
- For instance _____ / For example _____
- This creates the impression that _____

Providing definitions of more challenging words is also useful for students, and ensuring that they are using their coloured overlays / glasses as they would at school.

Using 'brain-breaks' is also a way helping students to learn; 'chunking' activities into smaller 'bite-sized' activities ensures that students don't get easily distracted when sitting at a desk for long periods of time.

Use the 'voice typing' tool on google docs (Tools - Voice Typing or CTRL+ SHIFT+S) which will convert your child's speech to typed text. This is particularly useful to speed up work or if your child has literacy specific difficulties or may be a resistant typer.

I don't know what resources I need.

Resources will be available on Google Classroom and your child should be able to complete any work set using these platforms without need for further resources. If in doubt, ask the teacher during your online lesson.

Should students stick to their normal lesson timetable?

Yes – please see above the guidance and advice on this.

What if the internet goes down / I can't access the internet?

Paper resources can be made available for students who are having issues accessing the internet. Please contact the school to facilitate this.

Resources are not loading properly and I'm unsure what to do.

In the first instance, contact the member of staff setting the work to check if there has been an error when uploading during the lesson.

Alternatives:

We fully understand that different family circumstances mean that this model of remote learning will not be as practical as it is for others. We also must acknowledge that the personal circumstances of our staff must also be considered.

We will record 'Live' lessons and post on the relevant Google classrooms for students to re-watch lessons to recap and double check understanding. We also understand that siblings may have to compete for access to IT resources in the home so having a blended offer of 'face to face' lessons and pupil led activities with a requirement for submission of work will maximise engagement for the community we serve. We will also print off resources for remote learning if required and we will put them in the post for completion.